

	Communication	Cultural conventions of language use	Linguistic structures and features				Strategies	EAL curriculum levels		
			Text structure	Grammatical features	Vocabulary	Phonology		C2	B3/C3	C4
4	<ul style="list-style-type: none"> Participates in role play without hesitation or pauses Describes qualities and skills in general terms more than specific experiences Describes range of potential actions in the job Presents very strong reasons for being employed 	<ul style="list-style-type: none"> Self-assured and confident interaction with interviewer Talks about self with high level of self assurance 	<ul style="list-style-type: none"> Questions and elaborate answers from student Student describes how they would act in the role 	<ul style="list-style-type: none"> Range of present and past tenses used Use of modals and conditionals and hypothetical situations, e.g. <i>I would recommend I would call..</i> Use of adverbs to add emphasis e.g. <i>I'm really interested</i> 	<ul style="list-style-type: none"> Uses a range of vocabulary for skills and attributes, e.g. <i>really interested in sport, hard-working</i> Uses a range of work place terminology e.g. <i>customer, staff team, part time, work together</i> 	<ul style="list-style-type: none"> Very clear articulation of sounds Appropriate linking of sounds Generally appropriate rhythm, stress and intonation 	<ul style="list-style-type: none"> Avoidance by explicit, but acceptable, declination to answer a question 			
3	<ul style="list-style-type: none"> Participates in role play with high level of fluency Describes qualities and experience in specific examples, some comments about general attributes Detailed response to hypothetical situation Presents strong reasons for being employed 	<ul style="list-style-type: none"> Generally confident interaction with interviewer Talks about self comfortably 	<ul style="list-style-type: none"> Questions and detailed responses to questions Relates experience to the role 	<ul style="list-style-type: none"> Past and present tenses used Use of modal verbs for hypothetical situations e.g. <i>I would.. I'd first...</i> Adverbs to qualify verbs e.g. <i>I am pretty comfortable</i> 	<ul style="list-style-type: none"> Uses some appropriate terminology for attributes Uses some specific terminology related to the position e.g. <i>role, character, personal trainer</i> 	<ul style="list-style-type: none"> Clear articulation of sounds Mostly appropriate linking of sounds More often than not appropriate rhythm, stress and intonation 	<ul style="list-style-type: none"> Avoidance by limiting or qualifying answer e.g. <i>Yeah, Not sure, No or concluding with I think like that</i> 			
2	<ul style="list-style-type: none"> Participates in interview with overall fluency Describes qualities and experience mainly in terms of specific examples and strategies Gives response to hypothetical situation Presents plausible reasons for being employed 	<ul style="list-style-type: none"> Generally interacts with ease in interview, but has difficulty in interaction at some points Able to talk about self confidently, but hesitation and reservation at points 	<ul style="list-style-type: none"> Questions and some longer responses by student Student provides information to explain answers 	<ul style="list-style-type: none"> Simple present and simple past tenses used appropriately for skills and experience Use of present tense to describe hypothetical events Modality mainly expressed by adverbs, e.g. <i>probably, maybe, rather than verbs.</i> 	<ul style="list-style-type: none"> Uses some terminology for attributes, but not always correct form of the word e.g. <i>open wider</i> for 'open' or 'approachable', <i>On time</i> for <i>arrive on time</i> Uses some work or role related terminology 	<ul style="list-style-type: none"> Most sounds clear, but some omission of sounds e.g. final consonants <i>interes(t) new(s)</i> Some stress and rhythm errors makes speech sound a little stilted, and some syllables difficult to hear 	<ul style="list-style-type: none"> Avoidance by giving a short answer Use of gesture to support meaning 			
1	<ul style="list-style-type: none"> Participates in interview, but noticeable points hesitation and loss of fluency Describes qualities based on specific past experiences Has difficulty explaining potential or hypothetical actions Presents reasons for being employed 	<ul style="list-style-type: none"> Self-conscious, uneasy interaction with interviewer Talks about self with limited self confidence or self consciousness 	<ul style="list-style-type: none"> Questions and mostly short responses to questions Few long turns by student 	<ul style="list-style-type: none"> Use of simple present for skills or attributes Simple past e.g. <i>I did, I worked</i> for experiences, but not consistent Use of modal verbs limited to <i>I can</i> 	<ul style="list-style-type: none"> Uses limited terminology for personal attributes e.g. <i>well-organised honest</i> Uses limited job related terminology, e.g. <i>Part time</i> 	<ul style="list-style-type: none"> Intelligible, but some noticeable sounds, stress and rhythm, reflect L1; e.g. <i>singing</i> sounds like 'sin-ging' /sɪŋɪŋ/ Some sounds or words difficult to recognise 	<ul style="list-style-type: none"> Avoidance of difficulty by explicit statement (e.g. <i>I don't know in English</i>) or request to teacher to move to next question 			